

School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school administration, teaching staff, student service, and other pupil personnel service providers. Provide the name and title of your school's counseling plan coordinator. Coordinator is responsible for developing this plan in collaboration with key school community members. The school counseling plan coordinator will also be responsible for attending OSYD professional development and revising the counseling plan based on changing student counseling needs and/or BCO Counseling Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

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School Counseling Program Vision. The school's counseling program vision statement communicates what the school hopes to see for students five to 15 years in the future. It aligns with the school's and DOE's vision statements and is informed by the school counseling program's beliefs.

For additional resources on how to draft your school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

P.S.160's Counseling Mission and Vision is to create a school culture that supports and maximizes student success while promoting access and equity for all students. The counseling program's goal is to positively impact all students; especially those in need of additional social, emotional or academic supports.

Does your school offer a comprehensive School Counseling Activity? YES

Program Name: At-Risk Counseling

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers

Activity Goal/Measurable Outcomes: Decreased at-risk services and outside referrals

Program Name: Be Kind Stick Together Against Bullying

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS4. Demonstrate empathy

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: December, January, February, March, April, May, June, October, November

Who's involved? (Staff and Resources): Counselors, Teachers

Activity Goal/Measurable Outcomes: Reported incidents of bullying will decrease by 20%

Program Name: Career Day

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: College & Career (CCR)

Tier: All

Delivery Process: Direct

Time Line: May

Who's involved? (Staff and Resources): Counselors, Teachers, Administrators

Activity Goal/Measurable Outcomes: The goal of Career Day is to expose students to different career paths by asking adult volunteers to give a short presentation of how they became interested in their career and the various steps they took to attain their respective career. Volunteers will speak and answer questions pertaining to their specific career.

Program Name: Mandated Counseling

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), Social/Emotional (SE)

Tier: Few

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers

Activity Goal/Measurable Outcomes: Students have increased the application of strategies, improving their academic and SEL coping skills.

Program Name: Middle School Articulation

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), College & Career (CCR)

Tier: Few

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Administrators

Activity Goal/Measurable Outcomes: Parents become proficient with MySchools and the middle school application process.

Program Name: National Career Development Month

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS1. Use effective oral and written communication skills and listening skills

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: College & Career (CCR)

Tier: All

Delivery Process: Indirect

Time Line: November

Who's involved? (Staff and Resources): Counselors, Teachers

Activity Goal/Measurable Outcomes: National Career Development month is a month when all students are exposed to and encouraged to learn about different careers, roles, and tasks. Students will increase their career awareness to help them become more informed when discussing and thinking about various career options for their futures.

Program Name: No One Eats Alone

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers, Other

Activity Goal/Measurable Outcomes: The goal of 'No One Eats Alone' program is to end social isolation by empowering students to become the agents of change by focusing on positive opportunities to prevent bullying. The observable outcome will be a 25% decrease in reported incidents of bullying.

Program Name: Parent Training of Autistic Children

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

Social Skills: SS4. Demonstrate empathy

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: Some

Delivery Process: Indirect

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Other

Activity Goal/Measurable Outcomes: Positive feedback from parents based on surveys

Program Name: Positive Behavior Intervention & Supports

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers, Administrators

Activity Goal/Measurable Outcomes: The goal of PBIS at PS160 is to provide students a framework for staying on T.R.A.C.K. (Trustworthiness, Respect, Accountability, Cooperation and Kindness) throughout the school. We use Bishop Bucks as an additional incentive for students to make better choices; accumulated Bishop Bucks can be redeemed for prizes. The improved student outcomes include and are not limited to academic performance, social-emotional competence, reduced bullying instances, reduced disciplinary referrals, improved school climate and improved school safety.

Program Name: Respect For All-(Various Activities)

Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions

Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), Social/Emotional (SE)

Tier: All

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers, Parent Coordinators, Administrators

Activity Goal/Measurable Outcomes: The main goal of this activity is to create a safe, more supportive environment for all students. The measurable outcome will be a decrease in the number of bullying occurrences.

Program Name: Safety Patrol

Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

Self-Management: SM2. Demonstrate self-discipline and self-control

Social Skills: SS8. Demonstrate advocacy skills and ability to assert self

Grade Level(s): Kindergarten, 1, 2, 3, 4, 5

Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)

Tier: Some

Delivery Process: Direct

Time Line: January, February, March, April, May, June, September, October, November, December

Who's involved? (Staff and Resources): Counselors, Teachers

Activity Goal/Measurable Outcomes: P.S. 160's Safety Patrol consists of select third, fourth and fifth grade students. The Safety Patrollers are identified by wearing a bright neon sash and they're responsible for ensuring students are following the safety practices and rules of the school as they transition through the cafeteria, hallways and bathrooms. The observable outcomes will be less congestion during lunch periods, reduced disciplinary referrals, decreased incidents of bullying, and a more harmonious school climate.

